

WELLNESS

M A G A Z I N E

SCHOOL
PHOTOS!

FIRTH | GOODING
EMMETT | ID FALLS
COTTONWOOD

SURVEY RESULTS

VIEW THE
ARTICLES
&
DATA
»»»

**SCHOOL+COMMUNITY
= WELLNESS SUCCESS
IN COTTONWOOD**

**NUTRITION
ED** WHAT DID
EMMETT DO
TO SUCCEED?

**PHYSICAL
ACTIVITY**

GOODING IMPROVES
ELEMENTARY FITNESS LEVEL

92%

FIND OUT WHAT THIS
SUCCESS RATE IS ALL
ABOUT

**NUTRITION
BREAK**

THE **3** MINUTE
BREAKTHROUGH IN FIRTH



IDAHO STATE DEPARTMENT OF EDUCATION
P.O. BOX 83720
BOISE, ID 83720-0027

FOR MORE INFORMATION ABOUT THE CONTENTS
OF THIS DOCUMENT, PLEASE CONTACT:

ANNA MAE FLORENCE

EMAIL: AMFLORENCE@SDE.IDAHO.GOV

PHONE: (208) 332-6829

WELLNESSMESSAGE

FROM SUPERINTENDENT LUNA

Public schools play an essential role in creating a healthy environment in which students can grow and learn every day. Schools not only provide nutritious meals and time for physical activity, but they also educate Idaho's children about the importance of nutrition and physical fitness. Every school needs a wellness policy in place that includes goals for nutrition education, physical activity and other wellness activities.

The Idaho State Department of Education is here to help give every school the technical assistance needed to create a successful wellness policy. To better serve educators and school administrators in this effort, the Child Nutrition staff at the Department created the Idaho Wellness Magazine, a best practices guide for creating and implementing quality wellness policies in every school. This magazine will give you useful ideas, tips and guides on how your school can better serve students through nutrition and physical education programs.

Thank you for taking the time to read this essential best practices guide. We hope that it helps you to create a healthier environment for Idaho's students. After using this magazine, please let us know if we can be of further assistance in the future. We at the Department are here to help you better serve the customers of education in any way possible.

If you have questions or comments about this magazine, please contact AnnaMae Florence, Child Nutrition Coordinator, at (208) 332-6822 or AMFlorence@sde.idaho.gov.

Sincerely,



Tom Luna

Superintendent of Public Instruction

ACKNOWLEDGEMENTS:

The State Department of Education, Child Nutrition Programs wishes to thank the schools that shared success stories on the implementation of their Wellness policies. They have set an example for all Child Nutrition Programs to follow.

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Current Administration:

Thomas R. Luna, Superintendent of Public Instruction
State Department of Education

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WORKING TOGETHER FOR WELLNESS

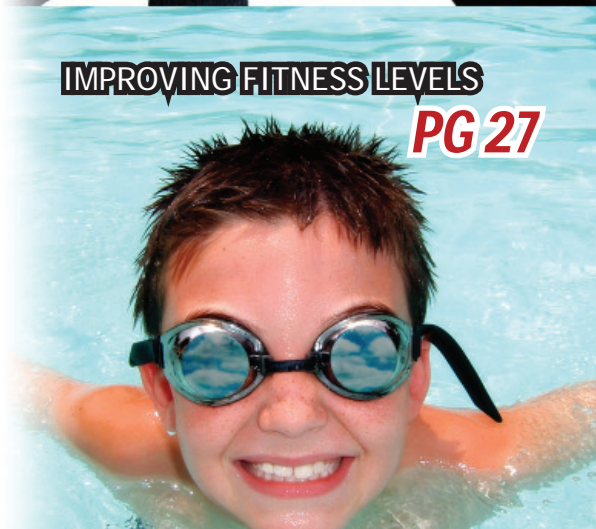
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IMPROVING FITNESS LEVELS

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SUCCESS IN NUTRITION EDUCATION



WELLNESSLAW

Section 204 of Public Law 108-265—June 30, 2004 Child Nutrition and WIC Reauthorization Act of 2004

SEC. 204 LOCAL WELLNESS POLICY

(A) IN GENERAL - Not later than the first day of the school year beginning after June 30, 2006, each local education agency participating in a program authorized by the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) shall establish a local school wellness policy for schools under the local educational agency that, at a minimum—

- 1) Includes goals for nutrition education, physical activity and other school- based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate;
- 2) Includes nutrition guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity;
- 3) Provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)0, as those regulations and guidance apply to schools;
- 4) Establishes a plan for measuring implementation of the local wellness policy, including designation of 1 or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy; and
- 5) Involves parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.

(B) TECHNICAL ASSISTANCE AND BEST PRACTICES. -

(1) IN GENERAL. - The Secretary, in coordination with the Secretary of Education and in consultation with the Secretary of Health and Human Services, acting through the Centers for Disease Control and Prevention, shall make available to local educational agencies, school food authorities, and State educational agencies, on request, information and technical assistance for use in—

- (A) Establishing healthy school nutrition environments;
- (B) Reducing childhood obesity; and
- (C) Preventing diet-related chronic diseases.

(2) CONTENT. - Technical assistance provided by the Secretary under this subsection shall—

- (A) Include relevant and applicable examples of schools and local educational agencies that have taken steps to offer healthy options for foods sold or served in schools;
- (B) Include such other technical assistance as is required to carry out the goals of promoting sound nutrition and establishing healthy school nutrition environments that are consistent with this section;
- (C) Be provided in such a manner as to be consistent with the specific needs and requirements of local educational agencies; and
- (D) Be for guidance purposes only and not be construed as binding or as a mandate to schools, local educational agencies, school food authorities, or State educational agencies.

(3) FUNDING. -

(A) IN GENERAL. - On July 1, 2006, out of any funds in the Treasury not otherwise appropriated, the Secretary of the Treasury shall transfer to the Secretary of Agriculture to carry out this subsection \$4,000,000, to remain available until September 30, 2009.

(B) RECEIPT AND ACCEPTANCE. - The Secretary shall be entitled to receive, shall accept, and shall use to carry out this subsection the funds transferred under subparagraph (A), without further appropriation.

INTRO2WELLNESS

BY COLLEEN FILLMORE

POLICY IDEAS FROM IDAHO FOR IDAHO

The following Idaho Wellness Magazine, a best practices guide from the Idaho State Department of Education, Child Nutrition Programs explains the Wellness requirements and provides ideas on all aspects of the Wellness Policy. The requirements include the Child Nutrition and WIC Reauthorization Act of 2004 that each local educational agency participating in a program authorized by the National School Lunch Act or the Child Nutrition Act establishes a local wellness policy by the beginning of School Year 2006-2007.

Idaho State Department of Education is dedicated to supporting LEAs in fulfilling the Congressional intent of this law - establishing healthy school nutrition environments, reducing childhood obesity, and preventing diet and physical activity-related chronic diseases.

Idaho was awarded a USDA Wellness Grant in 2006. This grant's focus was to provide LEAs with the guidance and technical assistance needed in carrying out the goals of nutrition education, nutrition standards, physical activity and other school-based activities that are designed to promote student wellness, specifically in the area of assessment.

This Idaho best practices guide will provide you with the survey results and specific LEA best practices throughout our great state of Idaho. Detailed unique ideas and projects are featured in this resource to help other LEAs throughout the country and in our state implement and assess their own Wellness Policy.

Sincerely,

Colleen Fillmore, PhD, RD, LD
Idaho Child Nutrition State Director
Idaho State Department of Education

WELLNESSPOLICY: UP AND RUNNING IN IDAHO

AUTHORS:

ANNA MAE FLORENCE RD, LD;
COLLEEN FILLMORE PhD, RD, LD;

ELAINE LONG PhD, RD, LD;
HEIDI MARTIN RD, LD

To determine the strengths and weaknesses that National School Lunch Program (NSLP) sponsors in the state of Idaho are demonstrating in implementing the Wellness Policy. Also, to determine past training effectiveness, regional workshops/usefulness of Idaho State Department of Education (SDE) Wellness website, and whether further training is necessary.

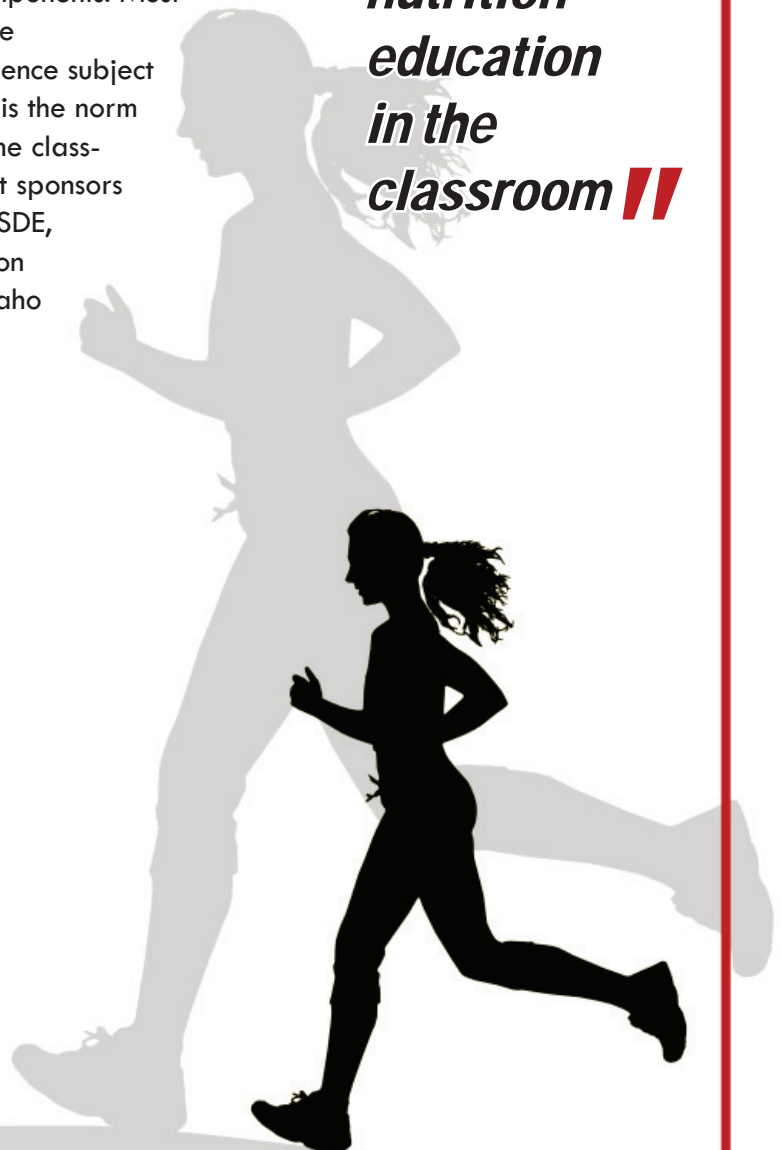
A survey was sent out electronically to 145 NSLP sponsors in Idaho. Follow up phone calls were made to those that did not respond. One \$100.00 prize of nutrition education materials was established as an incentive, to be chosen from those that responded.

Ninety-nine of the sponsors responded (68.3% response rate.) Of those responding, 92% of the sponsors have a Wellness Policy. Most sponsors (88%) have the superintendent or principal in charge of the policy. Ninety-seven percent or more of the policies have the nutrition education, physical activity and nutrition standards components. Most sponsors (94.8%) are teaching nutrition education in the classroom; primarily health, physical education, and science subject areas. Physical activity, three or more hours per week, is the norm (57.9%) in most facilities; occurring predominately in the classroom but often seen in walking programs at lunch. Most sponsors (84.8%) used suggestions and information from Idaho SDE, Child Nutrition Programs (CNP) for guidance for nutrition standards, secondly (66.3%) using information from Idaho SDE Wellness website. Sponsors mentioned having the superintendent or principal as the evaluator however; most sponsors (70.8%) have not developed assessment/evaluation criteria yet. Monitoring of food items in vending machines is the most common area for evaluation.

The results indicate that Idaho SDE initial trainings were very valuable and useful but that additional technical assistance needs to be given to NSLP sponsors in the evaluation component of their policies. Also, the website will be developed further to include evaluation component examples.

**94.8% are
teaching
nutrition
education
in the
classroom**

Research Date: January 2007
Poster Session: July 2007 ANC
www.sde.idaho.gov/child





SURVEY QUESTIONS

CREATED BY ANNA MAE FLORENCE

INTRODUCTION:

1. What is your district name?
2. What is your district number?
3. Enter the name of the person filling out this survey.
4. What is your position?
5. What is the name of the person responsible for Wellness policy implementation?
6. Who is responsible for the evaluation of the Wellness policy?
7. Phone number of the Wellness policy contact person.
8. We have a Wellness policy. (If "Yes", skip question 9 and proceed to question 10. If "No", answer question 9 then submit your survey.)
9. What stage(s) of the planning process are you in? (Check all that apply.)
10. How often does your Wellness committee meet?
11. How many people comprise your Wellness Committee?
12. Who is on your Wellness committee? (Check all that apply.)
13. Is the PTA/PTO involved in the Wellness policy?

FOUR ASPECTS OF THE POLICY:

14. Of the 4 aspects required, these are addressed in our district's Wellness policy. (Check all that apply):

NUTRITION EDUCATION

15. Nutrition Education is new this year because of the Wellness policy.
16. Nutrition Education is being taught in the classroom.
17. Grade levels being taught.
18. If Nutrition is being taught in the classroom, is during these curricula:
19. Are you using an evaluation tool to measure the success of these classes?
20. If yes, how?

PHYSICAL ACTIVITY:

21. How many hours per week do you have physical activity?
22. Doing which activities?
23. Explain "Other" activities:

PHYSICAL EDUCATION

24. Has the amount of time spent in Physical Education increased, decreased, or remained the same due to the Wellness policy?

NUTRITION STANDARDS:

25. Area(s) covered in your policy: (Check all that apply)
26. Nutrition standards guidance is based on what resources?
Implementation, Measurability, and Evaluation
27. Does the Wellness policy have an assessment tool?
28. Measurable Objectives are:
29. What other changes have you made because of the Wellness policy?

MARKETING

30. To whom are you marketing your Wellness policy? (Check all that apply.)
31. General Comments

SURVEY RESULTS >>>

92% OF SCHOOL DISTRICTS IN THE STATE OF IDAHO HAVE A WELLNESS POLICY

- THE SUPERINTENDENT IS IN CHARGE OF THE POLICY **50%** OF THE TIME
- PRINCIPALS WERE SECOND, BEING IN CHARGE OF THE POLICY **38%** OF THE TIME
- FOR THOSE DISTRICTS THAT ARE STILL IN THE PLANNING PROCESS, **44%** ARE IN THE NEEDS ASSESSMENT AND AN EQUAL AMOUNT ARE ESTABLISHING TASKS AND TIME LINES

OF RESPONDENTS SAID THEIR WELLNESS COMMITTEE MEETS ONCE PER YEAR **44%**

- **33%** SAID THEY MET TWICE A YEAR, **10.6%** MET MONTHLY
- **41.5%** OF IDAHO'S DISTRICTS HAVE 5-7 MEMBERS ON THEIR WELLNESS COMMITTEE, **29.8%** HAVE 8 OR MORE

OF THE COMMITTEES HAVE FOOD/NUTRITION WORKERS **87%**

- **76%** OF THE COMMITTEES HAVE PRINCIPALS AND TEACHERS INVOLVED
- **39%** OF THE COMMITTEES HAVE COMMUNITY MEMBERS INVOLVED
- **38%** OF THE COMMITTEES HAVE STUDENTS INVOLVED
- **72%** OF SCHOOL DISTRICTS DO NOT HAVE PTA/PTO INVOLVED

97% CONTAIN NUTRITION EDUCATION, PHYSICAL ACTIVITY AND NUTRITION STANDARDS COMPONENTS

- **89.5%** OF THE POLICIES CONSIDERED THE IMPLEMENTATION, MEASURABILITY AND EVALUATION ASPECT

NUTRITION EDUCATION:

OF THE IDAHO DISTRICTS ARE TEACHING NUTRITION EDUCATION **94%**

- **7%** ADDED NUTRITION EDUCATION TO THEIR CURRICULUM THIS YEAR
- **92%** OF SCHOOL DISTRICTS HAD EXISTING CURRICULUM IN PLACE
- **87.5%** OF MIDDLE/JR. HIGH STUDENTS ARE TAUGHT NUTRITION, **83%** HIGH SCHOOL
- NUTRITION IS TAUGHT MOSTLY IN HEALTH CLASS **90%**, PE **58.5%**, AND SCIENCE **36%**
- **3%** OF DISTRICTS ARE TEACHING NUTRITION IN MATH CLASS
- **1%** OF DISTRICTS ARE TEACHING NUTRITION IN ENGLISH CLASS
- NUTRITION IS ALSO BEING TAUGHT IN MANY OTHER CLASSES

OF DISTRICTS USE AN EVALUATION TOOL TO MEASURE SUCCESS **29%**

Ways that they are measuring/evaluating include:

- Part of the test taking and grading
- Regular classroom assessment activities
- Review by Wellness committee members
- Principal's evaluation
- Homework with parents to review what their student is eating at home
- Pre and post walking program evaluation
- Snack machine inventory based on more nutritional food
- Student conversations, parent's comments, and teacher comments
- President's Physical Fitness Challenge

SURVEY RESULTS >>>

PHYSICAL ACTIVITY:

ELEMENTARY SCHOOL

- 19% HAVE IT 5 OR MORE TIMES WEEK.
- 30% HAVE IT 3-4 HOURS PER WEEK.
- 34% ELEMENTARY SCHOOLS HAVE IT 1-2 HRS PER WEEK
- 14% HAVE IT LESS THAN 1 HOUR PER WEEK
- 3% DON'T HAVE IT.

MIDDLE/JR. HIGH SCHOOL

- 31% HAVE 5 OR MORE HOURS PER WEEK
- 35% OF MIDDLE/JR. HIGH SCHOOLS HAVE PHYSICAL ACTIVITY 3-4 HOURS PER WEEK.
- 21% HAVE 1-2 HOURS PER WEEK
- 12.5% HAVE LESS THAN 1 OR NO PHYSICAL ACTIVITY PER WEEK

HIGH SCHOOL

- 32% OF HIGH SCHOOLS HAVE PHYSICAL ACTIVITY 5 OR MORE HOURS PER WEEK
- 27% HAVE 3-4 HOURS PER WEEK.

VARIOUS ACTIVITIES:

- Recess (Organized and random)
- Organized sports practices
- Off campus outings including: cross-country skiing, biking, hiking, canoeing, and swimming
- Teachers integrating some movement into classroom activities
- After school Yoga, and or weight training
- Regular PE classes
- Aerobics or calisthenics
- Walk before school begins program
- After school dances
- City Recreation and school sponsored after- school programs
- Exercise available at all break times
- Local Organization providing (through a grant) an in-house yoga instructor
- Large muscle activity
- Intrascholastic activities
- Presidential Fitness award
- Students involved with community after school programs
- Teachers are engaged in various activities
- Elective activity class at the middle school level

NUTRITION STANDARDS:

- 84% COVERED AN ASPECT OF VENDING MACHINES
- 74% CLASSROOM SNACKS
- 62.5% FOOD REWARDS
- 56% PARTIES/CELEBRATIONS
- 52% SCHOOL EVENTS
- 51% FOOD RELATED FUNDRAISING
- 47% A LA CARTE
- 40% CONCESSION STANDS

PHYSICAL ACTIVITIES:

ELEMENTARY SCHOOL

- 50% HAVE PHYSICAL ACTIVITY IN THE CLASSROOM
- 30% WALK AT LUNCHTIME
- 29% HAVE ACTIVITY DURING THE ENRICHMENT AFTER-SCHOOL PROGRAM
- 14% DO A VARIETY OF ACTIVITIES

MIDDLE/JR. HIGH SCHOOL

- 27% ARE INVOLVED WITH INTRAMURALS
- 30% HAVE PHYSICAL ACTIVITY IN THE CLASSROOM
- 21% HAVE ENRICHMENT AFTER SCHOOL
- 17% WALK AT LUNCHTIME
- 27% DO A VARIETY OF ACTIVITIES

HIGH SCHOOL

- 25% ARE INVOLVED WITH INTRAMURALS
- 25% HAVE PHYSICAL ACTIVITY IN THE CLASSROOM
- 19% HAVE ENRICHMENT AFTER SCHOOL
- 16% WALK AT LUNCHTIME



ESTABLISH GOALS

**FOR NUTRITION EDUCATION, PHYSICAL ACTIVITY, AND
OTHER SCHOOL BASED ACTIVITIES**

**COTTONWOOD
EMMETT
KENDRICK
SUGAR-SALEM**

COTTONWOOD

Cottonwood Community and School Work Together Toward Wellness

In Cottonwood, the Wellness Policy does not begin and end with the school day. The entire Cottonwood community takes part in wellness activities during school, after school and throughout the summer months.

With about 400 students, the Cottonwood School District makes up a large part of this community with 2,300 people.

Many classroom activities involve field trips to local businesses. Students, parents, and teachers walk to and tour sites such as St. Mary's Hospital, the Fire Station, the Post Office, and several other local businesses throughout the school year. During the fall and spring, nature walks to the city park and the annual "Rendezvous in the Park" are popular activities that students and volunteers enjoy. During Red Ribbon Week, the high school band leads the student body on a parade through town to promote drug awareness. For Homecoming Week, all the K-12 students participate in a parade through town ending at the football field to cheer on the high school team.

FOR HOMECOMING WEEK, ALL THE K-12 STUDENTS PARTICIPATE IN A PARADE THROUGH TOWN ENDING AT THE FOOTBALL FIELD TO CHEER ON THE HIGH SCHOOL TEAM.

Community volunteers sponsor sport programs for the children of Cottonwood. Afterschool soccer is a favorite fall sport with ages ranging from kindergarten to 4th grade. Pee Wee football is offered to students in grades 3-6. All K-6 students can take part in Pee Wee wrestling, volleyball, basketball and snow skiing in the winter. The late spring and summer months bring baseball and softball to the community starting at the kindergarten level with T-Ball, and then progressing to Rookie League and Little League for girls and boys, then finally Babe Ruth baseball for the 13-15 year old boys. Throughout the summer, high school students are encouraged to participate in open gym volleyball and basketball.

Community organizations such as The Center for Discovery, an after school program sponsor, sponsors two weeks of swimming lessons for children K-8 during the summer. Local 4-H clubs and Boy Scout groups sponsor road side cleanup days, lawn care and yard work for the elderly and food drives for the local food bank.

NOTE: MARKETPLACE FOOD PORTIONS HAVE INCREASED IN SIZE AND NOW EXCEED FEDERAL STANDARDS. PORTION SIZES BEGAN TO GROW IN THE 1970'S, ROSE SHARPLY IN THE 1980'S, AND HAVE CONTINUED IN PARALLEL WITH INCREASING BODY WEIGHT.



EMMETT

SCHOOL NURSE AND KITCHEN MANAGER MAKE A DIFFERENCE

The annual health fair at Emmett Junior High does not just focus on fitness. The school nurse invited the school's kitchen manager to organize a nutrition station for the fair a few years ago. Sara Cannon gladly took part!

At the nutrition station, Cannon shows the students realistic portion sizes. She displays charts from many fast food restaurants and asks the students to observe and compare the fat and calories. During the 2006 health fair, Cannon showed the students how much fruit they could eat in comparison to a candy bar. She uses several visuals, such as posters, charts and items she collects from year to year, to make a huge board with helpful information that is easy to understand information. After the 2006 health fair, one student came back to tell Cannon that he went home and shared the information with his parents. Now, his family is making better food choices at home!

Cannon changes her presentation every year to reach more students. During Health Fair 2007, she collected the wrappers from one student's lunch that consisted of eight candy bars. She added up the calories and fat, and then showed the students how this person (keeping the student anonymous) had consumed 46 grams of fat. Then, she showed them about how much fruit they could eat for the same amount of calories in those eight candy bars.

Cannon also showed students a handout listing the differences between a yogurt parfait and a strawberry ice cream sundae. She compared calories, fat, saturated fat, protein and fiber. At the end of her presentation, the students made their own yogurt parfaits and loved them! This lesson proved that good nutrition can be both easy and tasty!

By working together, the school nurse and kitchen manager educate more students every year on health and nutrition.

// **AFTER THE 2006
HEALTH FAIR, ONE
STUDENT CAME BACK
TO TELL CANNON THAT
HE WENT HOME AND
SHARED THE
INFORMATION WITH
HIS PARENTS. NOW,
HIS FAMILY IS MAKING
BETTER FOOD CHOICES
AT HOME!** //

NOTE: BECAUSE ENERGY CONTENT INCREASES WITH PORTION SIZE, EDUCATIONAL AND OTHER PUBLIC HEALTH EFFORTS TO ADDRESS OBESITY SHOULD FOCUS ON THE NEED FOR PEOPLE TO CONSUME SMALLER PORTIONS (AM J PUBLIC HEALTH. 2002;92:246-249)

KENDRICK

FRUIT AND VEGETABLE PILOT BIG PART OF WELLNESS

The Kendrick School District, a district with about 280 students located in Idaho's beautiful panhandle, was selected to be part of the Fresh Fruit and Vegetable Pilot Program (FFVP) 2006-2007. After acknowledging the healthy benefits of the program, they incorporated the FFVP into their Wellness Policy.

SCHOOL OFFICIALS ALSO NOTICED THAT STUDENTS WHO USUALLY NEVER ATE LUNCH ENJOYED SAMPLING THE FRESH FRUITS AND VEGETABLES.

The opportunity provided them with the chance for students, staff and parents to improve their diets. With these healthy foods on hand, the students learned about delicious alternatives to fatty junk food. School officials also noticed that students who never ate lunch enjoyed sampling the fresh fruits and vegetables.

The school offered fruit and vegetable presentations every morning in the hallway, health classes, the cafeteria and the afterschool art club. This gave the teachers and other staff members the opportunity to educate students about the health benefits of fruits and vegetables.

The teachers from Kendrick continue to encourage good nutrition and physical activities. They realize that physical activity is vital to producing healthy students so the staff encourages afterschool activities and open gym, which is available during lunch.

THE SCHOOL OFFERED FRUIT AND VEGETABLE PRESENTATIONS EVERY MORNING IN THE HALLWAY, HEALTH CLASSES, THE CAFETERIA AND THE AFTERSCHOOL ART CLUB.

NOTE: DURING THE WEEK OF THE YOUTH RISK BEHAVIOR SURVEY, 18.1% OF STUDENTS IN IDAHO ATE 5 OR MORE SERVINGS PER DAY OF FRUITS AND VEGETABLES, 81.9% OF IDAHO STUDENTS DID NOT.



SUGAR-SALEM

COLLEGE CREDITS FOR WELLNESS

Sugar-Salem School District is promoting wellness in a different way. They are offering classes in aerobics, weightlifting and basketball for staff members and offering college credits if they will attend regularly. Sugar-Salem is located in Eastern Idaho, near BYU- Idaho in Rexburg.

The staff members earn college credits from the local university, but a similar system could be arranged with any college/university. To get credit, a staff member must attend 85 percent of the classes and work reasonably hard to improve their physical shape. There are no requirements for outside work, such as written assignments. Classes are held three days per week. Students are allowed to attend the classes if they want, but Sugar-Salem only advertises these classes to staff.

“THEY ARE OFFERING CLASSES IN AEROBICS, WEIGHTLIFTING AND BASKETBALL FOR STAFF MEMBERS AND OFFER COLLEGE CREDIT IF THEY WILL ATTEND REGULARLY.”

NOTE: CALORIES BURNED FOR ACTIVITY: WALKING 4.0 MPH, LEVEL, FIRM SURFACE, VERY BRISK PACE - 340 CALORIES PER HOUR

NOTE: CALORIES BURNED FOR ACTIVITY: LIGHT RECLINING, TALKING ON PHONE, LYING QUIETLY, WATCHING TELEVISION - 68 CALORIES PER HOUR

NOTE: CALORIES BURNED FOR ACTIVITY: FISHING IN STREAM IN WADERS, HUNTING PHEASANTS OR GROUSE - 408 CALORIES PER HOUR



NUTRITION GUIDELINES

**FOR ALL FOODS AVAILABLE
DURING THE SCHOOL DAY**

**GLENN'S FERRY
KIMBERLY
POST FALLS
ST. MARY'S
WEISER**

GLENN'S FERRY

POP AND CANDY OUT WATER, MILK, AND HEALTHIER CHOICES IN

The Glenns Ferry School Board approved a Wellness Policy for the entire school district, but school officials still wanted to do more to promote wellness.

Glenns Ferry, a beautiful farming community located about 60 miles east of Boise, started to help the 500 students in its school district by looking at the vending machines.

All the soda pop and candy machines were removed from the inside of the school and placed in the foyer so students would not be constantly tempted by these machines as they walk between classes. The high school also changed the offerings in the vending machines to provide healthier choices, including water and sports drinks.

The school lunch program purchased a milk vending machine earlier this year and started offering a variety of cheese sticks and yogurt as well. The changes have been popular among students, and many parents have expressed their appreciation for the nutrition staff providing healthier choices.

The Superintendent did not stop with making these changes. He used this as an opportunity to educate students and asked a licensed dietitian to visit the school. Along with the spokes character, Power Panther™, the dietitian taught students about eating well, making healthier food choices and drinking more water.

“

ALL THE SODA POP AND CANDY MACHINES WERE REMOVED FROM THE INSIDE OF THE SCHOOL AND PLACED IN THE FOYER SO STUDENTS WOULD NOT BE CONSTANTLY TEMPTED BY THESE MACHINES AS THEY WALK BETWEEN CLASSES.

”

NOTE: THE GREATER THE CONSUMPTION OF FOODS CONTAINING LARGE AMOUNTS OF ADDED SUGARS, THE MORE DIFFICULT IT IS TO CONSUME ENOUGH NUTRIENTS WITHOUT GAINING WEIGHT. CONSUMPTION OF ADDED SUGARS PROVIDES CALORIES WHILE PROVIDING LITTLE, IF ANY, OF THE ESSENTIAL NUTRIENTS. FROM THE 2005 DIETARY GUIDELINES



KIMBERLY

SCHOOL STAFF IS KEY TO SMOOTH TRANSITION

The Kimberly School District made some major changes to the soda and candy machines when it implemented its Wellness Policy.

Administration officials turned off vending machines during the noon hour and started leaving them off for the remainder of the school day. The only time the vending machines were turned on again was when the general public used the school gym.

When these changes were made, the physical education and health teachers worked closely with the school's nutrition staff to implement the Wellness Policy. As a result, the transition was smooth for students, and the staff received few complaints.

The Kimberly School District learned the key to making major changes is to be sure the school staff is supportive of the change.

“**THE KIMBERLY SCHOOL DISTRICT
LEARNED THAT THE KEY TO MAKING
MAJOR CHANGES GO OVER
SMOOTHLY IS TO BE SURE THE
SCHOOL STAFF IS
SUPPORTIVE OF THE CHANGE.**”

NOTE: “NEVER DOUBT THAT A SMALL GROUP OF THOUGHTFUL, COMMITTED CITIZENS CAN CHANGE THE WORLD. INDEED, IT IS THE ONLY THING THAT EVER HAS.” -- MARGARET MEAD



POST FALLS

WELLNESS TRANSITION EASY FOR POST FALLS

For Post Falls
Food Service Director
Annie Mader, implementing the
Wellness Policy was not a difficult task because
it was something she had already been providing for years
in the northern Idaho school district that serves about 5,000 students.

“**THEY DID NOT ALLOW ANY
SODA POP OR CANDY.**”

What has Mader been doing? “Lowering fats and salt, offering fresh fruits and raw vegetables, increasing fiber and making sure (with the aide of NutriKids software) the recommendations of vitamins and minerals were met,” she said.

But several changes were made at the middle schools in the district. When the new middle school opened, the assistant superintendent and principal assessed all items placed in the vending machines. They did not allow any soda pop or candy. Since the Wellness Policy was adopted, the other middle school removed candy bars and added a milk machine along with water and juices. They still have one machine that sells soda pop. The high school was not affected. Vending machines are turned off during meal service, and the administration believes the high school students are old enough to make acceptable choices.

School officials heard a few complaints when candy was first removed, but everyone adjusted quickly. Administration officials and food service personnel agreed on the decision to add milk vending machines. This collaborative effort helped ease others into the change.

NOTE: THE DIETARY GUIDELINES FOR AMERICANS 2005 INDICATES THAT THE HEALTHIEST WAY TO REDUCE CALORIC INTAKE IS TO DECREASE ONE'S CONSUMPTION OF ADDED SUGARS, FATS, AND ALCOHOL, ALL OF WHICH PROVIDE CALORIES BUT FEW OR NO ESSENTIAL NUTRIENTS. ONE WAY FOR PEOPLE TO REDUCE THEIR INTAKE OF ADDED SUGARS AND HELP MANAGE THEIR WEIGHT IS TO REDUCE THE AMOUNT OF SUGAR SWEETENED BEVERAGES THEY DRINK.



ST. MARY'S

ST. MARY'S, MOSCOW: STUDENTS AND STAFF ASKED TO REDUCE POP AND FAST FOOD INTAKE

St. Mary's School in Moscow, Idaho, focused on reducing the amount of fast food lunches and drinks coming into the school this year.

First, school officials announced during an open house at the beginning of the school year that children would no longer be allowed to call their parents if they forgot their lunch. In the past, students could call their parents if they forgot lunch, and many parents would conveniently stop at fast food restaurants. As a result, other children would ask their parents to bring them fast food as well. This year, the school reduced the amount of fast food intake by giving hot lunches to students who forgot their lunch. St. Mary's also asked students/parents not to place pop or heavily sugared drinks in the student's cold lunches.

School officials also wanted teachers to help implement the Wellness Policy so they asked teachers to no longer buy soda pop at lunch or use cups labeled with a major soft drink brand or fast food logo. St. Mary's has chosen not to advertise these products in the school as well.

"It worked really well with the students, and everyone really did try to abide by the requests," said the school's Wellness committee chair. "This last month, I did mention to a couple of teachers that they needed to bring a different cup. One had water, one had soda, so I would say teachers were at 95 percent, and we will continue this policy. We will have our annual meeting in June and see if we are adding anything else. I know I am healthier."


“Teachers were 95% compliant and we will continue this policy.”

“THEY ASKED TEACHERS TO NO LONGER BUY SODA POP AT LUNCH OR USE CUPS LABELED WITH A MAJOR SOFT DRINK BRAND OR FAST FOOD LOGO.”

NOTE: BODY MASS INDEX (BMI) IS CALCULATED AS BODY WEIGHT (IN KILOGRAMS) DIVIDED BY THE BODY HEIGHT (IN METERS SQUARED). ALTHOUGH SIMPLE TO DETERMINE, THIS RATIO BETWEEN HEIGHT AND WEIGHT DOES NOT DISTINGUISH BETWEEN FAT, MUSCLE, AND BONE BUT OFFERS AN INDICATION OF HEALTH RISK. A BODY MASS INDEX GREATER THAN OR EQUAL TO 30KG/M² IS ASSOCIATED WITH INCREASED RISK OF HEART DISEASE AND PREMATURE DEATH.

WEISER

STUDENTS HAPPY WITHOUT POP CHOICES



The Weiser School District decided to concentrate efforts on the vending situation, specifically the soda pop machines. The machines were removed at the end of the 2005-2006 school year, ending a contract with a big distributor. The school district was approached by a different supplier but still decided not to go with a new contract.

The food program, through the National School Lunch Program, has never offered pop. Instead, they provide three different flavors of Gatorade and bottled water. By the end of the year, the students seemed happy with the choices offered, and school officials love that no pop bottles or cans are visible around campus.

“**THE STUDENTS SEEMED
HAPPY WITH THE CHOICES
OFFERED, AND SCHOOL
OFFICIALS LOVE THAT NO
POP BOTTLES OR CANS
ARE VISIBLE
AROUND CAMPUS.**”

NOTE: TRANS FATS WERE ONCE CALLED HYDROGENATED FATS. THIS SIGNIFIED A PROCESS THAT FATS WENT THROUGH TO INCREASE THE SHELF LIFE OF A PRODUCT. NUMEROUS STUDIES HAVE FOUND THAT TRANS FATS RAISE OUR RISK OF HEART DISEASE. RESEARCH HAS ALSO SHOWN THAT CHILDREN AS YOUNG AS 8 ALREADY HAVE THE HIGH CHOLESTEROL AND BLOOD FATS THAT CLOG ARTERIES. PARENTS CAN HELP THEIR CHILDREN AVOID HEART DISEASE BY ENCOURAGING HEALTHY EATING HABITS EARLY AND CHOOSING PRODUCTS THAT HAVE NO TRANS FATS.



REIMBURSABLE SCHOOL MEALS

**ASSURANCE THAT GUIDELINES FOR
REIMBURSABLE SCHOOL MEALS SHALL NOT BE
LESS RESTRICTIVE THAN REGULATION ISSUED
BY THE USDA**

**FIRTH
IDAHO FALLS
RIVER OF LIFE
CHRISTIAN SCHOOL
TROY**

FIRTH

JUST 3 MINUTES FROM EACH PERIOD ADDS UP TO WELLNESS

BY: AMY DYE
FOOD SERVICE DIRECTOR

In the Firth School District, student enrollment of 804, we were excited to install the Wellness Policy. We realized that our secondary schools were not participating in breakfast; so many students were coming into school minutes before the bell rang, rarely getting to class on time. I studied the problem and after talking with other food service directors in the area, the nutrition break idea was presented on a trial basis. I asked the teaching staff and the administration if it was feasible to give me fifteen minutes out of their busy schedules. The teachers gave up 3 minutes from each period throughout the day and now after 1st period, the students flock into the cafeterias. Our participation, particularly at the senior high level has quadrupled in numbers over last year's "breakfast before school." Information is being gathered on the impact that the break had on the student's productivity in the classroom.

In keeping with the adopted Wellness Policy, our menu for the nutrition break includes whole grains, lean meats, low fat cheeses and yogurts, fresh fruits, juices and a variety of milk flavors and fat contents. Eliminated were high sugary items such as pop tarts, doughnuts and cereals. All in all, it has been a good thing for our district to have a nutrition break for all involved. Change can be wonderful.

“The teachers gave up 3 minutes from each period throughout the day and now after 1st period, the students flock into the cafeterias.”

NOTE: ACCORDING TO THE AMERICAN DIETETIC ASSOCIATION, CHILDREN WHO EAT A GOOD BREAKFAST: MEET THEIR DAILY NUTRITIONAL NEEDS, KEEP THEIR WEIGHT UNDER CONTROL, HAVE LOWER BLOOD CHOLESTEROL LEVELS, ATTEND SCHOOL MORE FREQUENTLY, AND MAKE FEWER TRIPS TO THE SCHOOL NURSES OFFICE COMPLAINING OF TUMMY ACHES.

IDAHO FALLS

"JUST A MINUTE" OF PHYSICAL ACTIVITY MAKES A DIFFERENCE

The Idaho Falls School District has implemented many changes recently because of its Wellness Policy. The first major change was to add a choice between two entrees for each elementary breakfast and lunch. Participation in the programs increased as a result.

Next, teachers began using incentives of non-food rewards, which the principals agreed were just as acceptable as the food rewards.

Finally, most schools in the district are finding creative ways to increase students' physical activity during the day. One elementary school sponsored a Walk to School day and organized physical activities at recess. Another school has students run laps before entering the school building each morning, and primary grade students do jumping jacks as part of their morning routine. Other schools in the district are planning to institute a mileage club during recess. Several buildings have installed walking paths and climbing walls, started intramural programs for students, and incorporated yoga, dancing or stretching activities into the classroom instruction.

At the secondary level, schools are now offering aerobics, weight-training classes, fencing clubs, ballroom dance clubs and open gyms. Teachers are incorporating a minute of physical activity, such as jumping jacks or running in place, into their teaching. This minute of physical activity is called "Just a Minute," or JAM.

The district has noticed more high students have enrolled in physical education classes recently.

“TEACHERS ARE INCORPORATING A MINUTE OF PHYSICAL ACTIVITY, SUCH AS JUMPING JACKS OR RUNNING IN PLACE, INTO THEIR TEACHING. THIS MINUTE OF PHYSICAL ACTIVITY IS CALLED ‘JUST A MINUTE,’ OR JAM.”

NOTE: RECENT RECOMMENDATIONS FROM NASPE, IOM, AND THE CDC AGREE THAT CHILDREN SHOULD BE PHYSICALLY ACTIVE AT LEAST 60 MINUTES A DAY ON MOST DAYS OF THE WEEK. SINCE CHILDREN SPEND MUCH OF THEIR DAY IN THE SCHOOL ENVIRONMENT, PHYSICAL ACTIVITY OPPORTUNITIES NEED TO BE PROVIDED THROUGHOUT THE SCHOOL DAY.



RIVER OF LIFE CHRISTIAN SCHOOL

ROLE-MODELING IS KEY FOR SUCCESS


At the River of Life Christian School in Payette, school officials are implementing the Wellness Policy with the assistance of staff role models.

Their program uses a computer network with one computer per student. During breaks, students wanted to play computer games instead of participating in physical activities. But now the Wellness Policy requires students to leave the classroom at break time. Teachers take them outside to the playground in good weather, and they play sports in the gymnasium when the weather is not so good. The students love it when the school administrator joins them in a game of bar tag. And they were surprised and encouraged when the physical education teacher started running laps with them during the Presidential Physical Fitness testing. Because the adults emphasize exercise throughout the day, students seem to have more energy than before the Wellness Policy was implemented.

Along with the meals served through the National School Lunch program, River of Life Christian School used to offer an unlimited amount of additional servings of the main dish for an additional \$.50 each. Under the new Wellness Policy, students can only purchase one additional serving per meal. By limiting students to a total of two servings of the main dish, they are more likely to eat the other foods included in the meal instead of filling up on items with higher calories. If students are still hungry, the staff will offer an extra portion of fruits, vegetables or grains.

The staff at River of Life Christian Center said they appreciate the National School Lunch program for requiring them to look at ways to encourage health in their school.

“**BECAUSE THE ADULTS
EMPHASIZE EXERCISE
THROUGHOUT THE DAY,
STUDENTS SEEM TO
HAVE MORE ENERGY
THAN BEFORE.**”



NOTE: HELPING CONTROL YOUR WEIGHT IS NOT THE ONLY BENEFIT OF EATING MORE FRUITS AND VEGETABLES. DIETS RICH IN FRUITS AND VEGETABLES MAY REDUCE THE RISK OF SOME TYPES OF CANCER AND OTHER CHRONIC DISEASES. FRUITS AND VEGETABLES ALSO PROVIDE ESSENTIAL VITAMINS AND MINERALS, FIBER, AND OTHER SUBSTANCES THAT ARE IMPORTANT FOR GOOD HEALTH.

TROY

RECESS BEFORE LUNCH FOSTERS BETTER LEARNING ENVIRONMENT

In Troy, Idaho where over 300 students attend school the new Wellness Policy has created success stories with students and with the faculty.

Students in the fourth, fifth, and sixth grades have noon recess before lunch. This is working very well. The students seem to eat better and have less tray waste. Most of the teachers would agree that the afternoon gets off to a good start with the kids returning from lunch rather than recess. They are already quieted down from the physical activity and get into the “learning” mode faster. “It would be great if all elementary grades could do this, but timing doesn’t work out. We serve K-12 in the same facility.” says Terry Monroe, Troy’s Food Service Supervisor.

The enthusiasm with recess and being active has transported itself to the faculty. Several of the staff members had a step contest. They each obtained a pedometer and recorded their steps for four weeks. The winner received the “pot” they had all contributed to. Sixth grade teacher Lorie Flakus won with 43,200 steps.

“

RECESS BEFORE LUNCH WORKS VERY WELL. IT WOULD BE GREAT IF ALL ELEMENTARY GRADES COULD DO THIS, BUT TIMING DOESN'T WORK OUT, SAYS TERRY MONROE, FOOD SERVICE SUPERVISOR OF THE DISTRICT.

”

NOTE: ONE MILE IS EQUAL TO 5280 FEET. MOST PEOPLE SAY IT TAKES ABOUT 2000 STEPS FOR EVERY MILE. OF COURSE EVERYONE'S STRIDE IS DIFFERENT. ON AVERAGE IT TAKES BETWEEN 1760 AND 2640 STEPS TO COMPLETE ONE MILE.

TO MEASURE YOUR STRIDE, MARK A DISTANCE OF 50 FEET. NOW WALK THIS DISTANCE AND COUNT YOUR STEPS. DIVIDE 50 BY THE NUMBER OF STEPS AND THAT IS YOUR STRIDE LENGTH. NOW, DIVIDE 5280 BY YOUR STRIDE LENGTH TO FIND YOUR “AVERAGE STEPS PER MILE”. FROM THE WALKING SITE-[HTTP://WWW.THEWALKINGSITE.COM/FAQ.HTML](http://WWW.THEWALKINGSITE.COM/FAQ.HTML)



PLAN FOR MEASURING

INCLUDE A PLAN FOR MEASURING IMPLEMENTATION
OF THE SCHOOL WELLNESS POLICY

**GOODING
HORSESHOE BEND**

GOODING

GOODING IMPROVES ELEMENTARY FITNESS LEVEL TRACKING RESULTS PROVIDES PROOF

The Gooding School District in south central Idaho has been a leader in the state when it comes to Wellness Policies. The district, which educates more than 1,300 students, won a HealthierUS Challenge Gold Award in 2006.

One of the most amazing parts about Gooding's Wellness Policy is that the school district developed an evaluation tool to measure a student's progress towards fitness.

Currently, the school district assesses student wellness through parent, teacher and student surveys. But the Gooding Team Nutrition Panel is in the process of developing a page for the district Web site to connect with the entire Gooding community. The wellness page will include the Wellness Policy, nutrition information and physical fitness challenges. It also will allow visitors to see great things happening in the schools. A counter tool will track the number of visitors and measure the site's success.

Since the implementation of Wellness at Gooding's schools, the district has been able to show that elementary student endurance/fitness levels have increased 70 percent in the last three years. Fitness levels are measured twice a year using a fitness program to track progress. The calculations of improvement are measured from fall to spring. The students this year showed a 70 percent increase in the President's Challenge test over the course of the school year. This improvement reflects the success of student involvement in school activities, mass community walks, walking clubs, and physical education as well as the many afterschool and district recreation activity programs.

“**THE SCHOOL DISTRICT DEVELOPED AN EVALUATION TOOL TO MEASURE A STUDENT'S PROGRESS TOWARDS FITNESS.**”

Gooding also installed a milk machine in the elementary/middle school this year. The money the machine generates has been used to fund activity-based field trips and sustain the elementary walking program. One percent of the proceeds go to the school lunch program to promote events and incentives during National School Lunch Week. The high school also installed a milk machine recently, and the alternative school is now considering applying for a milk machine. Gooding does not have pop machines in their middle school. The school district also tries to take advantage of grant opportunities so they can host at least one or two big events each year to promote wellness. The goal is to create awareness of nutrition and fitness. To put it in their words: “We PROMOTE, PROMOTE, PROMOTE our program, and as a result, participation increases.”

NOTE: 2 QUOTES FROM DENIS WAITLEY: 1. “THE RESULTS YOU ACHIEVE WILL BE IN DIRECT PROPORTION TO THE EFFORT YOU APPLY.” 2. “A DREAM IS YOUR CREATIVE VISION FOR YOUR LIFE IN THE FUTURE. YOU MUST BREAK OUT OF YOUR CURRENT COMFORT ZONE AND BECOME COMFORTABLE WITH THE UNFAMILIAR AND THE UNKNOWN.” -- DENIS WAITLEY

HORSESHOE BEND

BY: SCOTT MUTCHIE
SUPERINTENDENT

**ACADEMICS IMPROVE AS
FITNESS IMPROVES**

Horseshoe Bend School District Elementary Run/Walk Program was initiated during the 2006/2007 School Year in response to several factors. The research is clear that our children of today are overweight, consume quantities of sugar related foods and are exhibiting signs of health issues that are usually not seen until much later years.

Schools are under extreme pressure to improve the academic scores of all students. Many school districts across the country are reducing physical activity time and some are even eliminating recess during the day to increase instructional time.

Yet, our own health curriculum, Wellness Policy, and research clearly indicate that a healthy body must experience a balance of good nutrition and regular exercise. We also know from research and experience that if we just keep doing what we are doing, we will simply get more of what we already have.

“In addition to parents sharing weight loss and physical fitness improvement of their children, academic improvement was evident in the classrooms as well.”

The staff met several times to discuss the issues and brainstorm on how to address the concerns with pro active problem solving. We decided to implement a run/walk program for 30 minutes at noon recess for all elementary students K-5 on a trial basis to see if this would be something to consider seriously. We began in January of 2006 and continued through the end of the school year. Students received a Popsicle stick for each lap completed. Incentives were offered for students and awards given when they reached the 10, 20, 40 and 50 mile mark. All 140 students participated with 25 reaching the 50 mile or more goals. The program was deemed a huge success and we went to work planning it for the 2006/07 school year. In addition to parents sharing weight loss and physical fitness improvement of their children, academic improvement was evident in the classrooms as well.

We ran the program for 2006/07 in the fall and spring when the weather was most cooperative. During the last nine weeks, we had more than 10 students run/walk for over 70 miles (280 laps). For 2007/08, we are planning to offer it for the entire year as the students have demonstrated a desire to continue without the winter break.

No program like this will work without the leadership and energy of staff. While many of the staff have contributed and participated, one person has truly made it all happen. Valerie Kirtland, Title I Teacher, has been the instrumental figure in making sure the entire program was coordinated and facilitated from the beginning. Also for next year, the campus will be soda drink free with healthy product vending machines replacing all the carbonated drink machines.

Resource Websites

The following websites are good resources for teachers. Many of them offer free, downloadable activities and handouts. Some of these are specific to teachers while others are designed for students.

Teacher Websites:

www.healthteacher.com
www.healthykidschallenge.com
www.teachnet.com
http://education.wichita.edu/caduceus/examples/soda/soda_index.html
<http://www.5aday.com/educators/>
<http://classroom.kidshhealth.org>
<http://www.healthierus.gov/dietaryguidelines>
<http://www.fns.usda.gov/fns/nutrition.htm>

Student Websites:

<http://www.verbnow.com>
<http://bam.gov>
<http://kids.health.org>
<http://kidnetic.com>
<http://www.smallstep.gov>



CHILD NUTRITION DIRECTOR
Colleen Fillmore, Ph.D., R.D., L.D.
crfillmore@sde.idaho.gov

For more information on federal Child Nutrition Programs, please contact:
Idaho State Department of Education
Child Nutrition Programs
Phone: (208)332-6820
Fax: (208)332-6833
Web Site—www.sde.idaho.gov/child



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Nutrition Education Ideas

For Elementary Teachers



Child Nutrition Programs
Idaho State Department of Education

Tom Luna
Superintendent of Public Instruction

WHY THE BODY NEEDS PROTEIN.

Protein can be a source of energy but mainly its role is to build muscles, repair body tissues and help your immune system.

Protein foods contain zinc, B-vitamins, iron, selenium and more. Each of these nutrients helps the body in a special way. Zinc and B-vitamins are important for growth, iron aids in brain development and selenium works with other vitamins to prevent damage to our body's cells.

PROTEIN WORD FIND (For ages 7-11 years)

Protein foods make you strong!

Find the protein power foods listed below the puzzle. Words can go forwards, backwards, up, down, and diagonal.

C	H	I	O	K	U	N	O	X	I	E	B
T	A	B	L	E	K	O	S	O	G	E	A
B	C	E	K	O	S	I	N	F	A	H	L
K	E	A	K	S	N	A	S	N	A	C	M
A	E	K	N	A	I	O	S	B	A	O	N
C	M	O	L	E	U	O	A	I	C	I	N
C	S	O	L	E	A	I	C	I	O	E	O
N	C	O	S	O	S	O	B	E	S	I	S
X	Z	T	I	E	U	O	S	C	M	O	B
E	C	E	O	U	O	I	O	I	C	R	X
N	A	T	E	O	N	O	I	S	E	T	A
K	P	H	A	N	O	I	K	I	E	H	G
H	A	H	B	S	T	O	N	A	E	A	R
ALMONDS			HAM			PROTEIN					
BEANS			HAMBURGER			SEEDS					
BEEF			NUTS			SOY					
CHICKEN			PEANUT BUTTER			STEAK					
EGGS			PEANUTS			TUNA					
FISH			PORK			TURKEY					

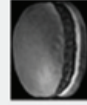
• A point for discussion can include:

While sugar is a carbohydrate, it is an "empty calorie food," providing calories but no other nutrients. All bodies want and need foods that have vitamins, minerals, protein, carbohydrate, and even fat. These nutrients help bodies to grow strong and healthy. With proper nutrition bodies are able to fight off infections and ward off diseases.

WHAT CAN YOU CHOOSE INSTEAD OF THESE ITEMS?

"Empty calorie foods" are considered junk foods or foods that are not providing the nutrients needed to be healthy. Every day students are forced to make decisions about what foods to eat. **How can they make better choices?**

ASK students: What can you choose instead of these items? (Young students can draw or cut out pictures for their answers.)



HELPING STUDENTS MAKE HEALTHY CHOICES.

Good nutrition is fundamental for our students to grow and develop in a healthy manner. Teachers play a vital role in their students' knowledge of nutrition and the food choices they make. Providing students with simple but informative learning activities can be a real struggle at times. Depending on their age getting them to interact can be difficult. The following activities are hands-on exercises that may help demonstrate the effect different foods have on our bodies.



Nutrition 101

HOW MUCH SUGAR IS IN THAT SODA?

- Some brands have more than others. Surprisingly, per the product label, there are 12.5 teaspoons of sugar in one 12 oz. can of orange soda. Pepsi® has 10.25 teaspoons, Coca-Cola® has 10 teaspoons and Mountain Dew® has 11.5 teaspoons. The following exercise is a great way for kids to realize how much sugar is actually going into their drinks. They will be able to see and taste it. This is an inexpensive and easy activity. All you will need is:



- * 12 oz Club Soda
- * 12 teaspoons Granulated Sugar
- * 2 drops Orange Extract
- * 2 drops Orange Food Coloring

Pour club soda into a large glass. Add sugar, 1 teaspoon at a time, orange extract, and orange food coloring; mix until sugar has completely dissolved. Divide the drink out for the students to taste to confirm that the amount of sugar added is accurate.

EATING TOGETHER

What is most important to you?

More and more people today find that it is hard to find time to talk and eat together. If your family eats together a lot, look at all the good things that means for your children!

- ☐ Children in families that eat together do better in school.
- ☐ Children in families that eat together get along with other children better.
- ☐ Families who talk together over meals become stronger.
- ☐ Children who eat with their families say they like it.
- ☐ When families eat together they eat more nutritious food.
- ☐ Family meals teach traditions.
- ☐ Family meals teach manners.
- ☐ Family meals that are cooked at home save money.

What are two things that you could do to have better meals together?

1. _____
2. _____

Source: Washington State Department of Health/WIC

Parent Websites:

<http://www.mypyramid.gov/>

<http://www.nutrition.gov/>

<http://www.healthfinder.gov/>

Children of All Ages Websites:

<http://www.kidnetic.com>

<http://everknow.com>

<http://www.kids.health.org>

<http://www.teengrowth.com>



For more information on federal Child Nutrition

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Web Site—www.sde.idaho.gov/child



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Wellness Tips for You and Your Family



Child Nutrition Programs
Idaho State Department of Education

Tom Luna
Superintendent of Public Instruction

WHAT PARENTS CAN DO FOR THEIR CHILDREN'S HEALTH

As a parent your main job when it comes to your children's nourishment is supplying them with healthy foods to help them grow and develop. By being creative in the kitchen you can modify some of your children's favorite meals into healthier options without losing any of the great taste. The following are simple improvements that will make food healthier without changing the flavor.



TIPS FOR HEALTHY SUBSTITUTES

If you usually buy:

Try the se:

Whole Milk	2% Milk
2% Milk	1% or Skim Milk
Sour Cream	Non-Fat Sour Cream
Cream Cheese	Neufchatel or "Light" Cream Cheese
Cheese (Cheddar, Swiss or Jack)	Part-Skim Milk, low-fat Mozzarella
Margarine or Butter	Light spread Margarine, diet Margarine, tub or squeeze
Mayonnaise	Light or diet Mayonnaise
Shortening or Lard	Oil or applesauce



WHAT'S NEW AT YOUR CHILDREN'S SCHOOL?

Beginning this year all schools have a Wellness policy. A Wellness policy considers several areas of the school environment such as:

- Nutrition guidelines for food sold or distributed on campus
- Goals for physical activity
- Goals for nutrition education
- Effectiveness of the Wellness policy

Why are these areas considered now? Our nation faces an obesity epidemic and improving the school environment is one way to address the issue. Teaching students to make healthy choices both in how they eat and what activities they enjoy can improve their future.

WHY NOT BRING THE WELLNESS IDEA HOME?

You can start with trying something new and healthy. While foods we are familiar with are always good, being adventurous and trying new foods can be exciting. Know that it takes about 8 tries before a new food may be accepted. Remember, you as a parent have a tremendous amount of influence on your child, if you eat or try new foods, so will they. Some healthy snack ideas include:

- **Pick a fruit**—This can be fresh, canned, or frozen. Try new fruit once a week. Trying different varieties of apples or pears can get kids interested in eating something different or trying something new.
- **Vary your vegetables**—If you try a new fruit one week then try a different vegetable the next week. You will be surprised at how delicious vegetables are. You may decide that sweet potatoes or rutabagas are your family's new favorite.
- **After school snacks**—Our children are usually hungry and ready for a snack after school. Some ideas are: Have cut up fruit and/or vegetables in a bowl ready for them to snack on. Keep yogurt or frozen yogurt sticks on hand. Cheese with pretzels, crackers with peanut butter and/or graham crackers with milk can hit the spot.

BE ACTIVE AT HOME

Being healthy is not just about what we eat, we need to be active too. Studies show that adults should get at least 30 minutes of exercise a day, most days of the week and that children of all ages should get 60 minutes of exercise a day most days of the week. Exercise does not have to be all at once; it can be broken into 10 minute segments, if that is what works best for you.

Look at your daily activities and see where you can encourage more exercise. Some examples might be: take the stairs, park the car where you need to walk a little further or take a walk around the building on a work break. Some other things to do are:

Outside Activities

- Instead of a walk, take a hike with your children. Use your imagination and explore the neighborhood. The kids will enjoy just spending time with you.
- Go on a bike ride, shoot some hoops, or kick around a soccer ball.
- On the weekend, go to a park and fly a kite and have a picnic.
- Go camping or fishing or both.



Inside Activities

- If video games are what your kids like to do, try Dance, Dance Revolution (DDR). There are fun songs that you step with and it has levels from beginner to advanced. It's all about getting participants up and moving. Parents like it, too.
- Kick around a hacky sack.
- Play hide and seek.
- Clean the house. Let the kids have the active chores like sweeping or vacuuming.

WHEN YOU ARE ACTIVE AND EAT HEALTHY, YOU FEEL GREAT.

Resource Websites

The following websites are good resources for teachers. Many of them offer free, downloadable activities and handouts. Some of these are specific to teachers while others are designed for students.

Teacher Websites:

www.healthteacher.com
www.healthykidschallenge.com
www.teachfree.com
www.teachnet.com
http://education.wichita.edu/caduceus/examples/soda/soda_index.html

Student Websites:

<http://www.verbnow.com>
<http://bam.gov>
<http://kids.health.org>
<http://kidnetic.com>
<http://teengrowth.com>
<http://yucky.kids.discovery.com>



For more information on federal child nutrition

programs, please contact:

Idaho State Department of Education

Child Nutrition Programs

Phone: (208)332-6820

Fax: (208)332-6833

Web Site—www.sde.idaho.gov/child



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Nutrition Education

Ideas For Secondary Teachers



Child Nutrition Programs
Idaho State Department of Education

Tom Luna

Superintendent of Public Instruction

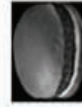
• **A point for discussion can include:**

While sugar is a carbohydrate, it is an "empty calorie food", providing calories but no other nutrients. All bodies want and need foods that have vitamins, minerals, protein, carbohydrate, and even fat. These nutrients help bodies to grow strong and healthy. With proper nutrition bodies are able to fight off infections and ward off diseases.

WHAT CAN YOU CHOOSE INSTEAD OF THESE ITEMS?

"Empty calorie foods" are considered junk foods or foods that are not providing the nutrients needed to be healthy. Every day students are forced to make decisions about what foods to eat. **How can they make better choices?**

What can you choose instead of these items?



Good nutrition is fundamental for our students to grow and develop in a healthy manner. Teachers play a vital role in their students' knowledge of nutrition and the food choices they make. Providing students with simple but informative learning activities can be a real struggle at times. Depending on their age getting them to interact can be difficult. The following activities are hands-on exercises that may help demonstrate the effect different foods have on our bodies.



Nutrition 101

HOW MUCH SUGAR IS IN THAT SODA?

- Some brands have more than others. Surprisingly, per the product label, there are 12.5 teaspoons of sugar in one 12 oz. can of orange soda. Pepsi® has 10.25 teaspoons, Coca-Cola® has 10 teaspoons and Mountain Dew® has 11.5 teaspoons. The following exercise is a great way for kids to realize how much sugar is actually going into their drinks. They will be able to see and taste it. This is an inexpensive and easy activity. All you will need is:

- * 12 oz Club Soda
- * 12 teaspoons Granulated Sugar
- * 2 drops Orange Extract
- * 2 drops Orange Food Coloring

Pour club soda into a large glass. Add sugar, 1 teaspoon at a time, orange extract, and orange food coloring; mix until sugar has completely dissolved. Divide the drink out for the students to taste to confirm that the amount of sugar added is accurate.

SUGAR: FACT OR FICTION?

True False 1. A major problem with diets high in sugar is that the foods high in sugar may replace other more nutritious ones.

True False 2. The total amount of added sugars Americans eat has gone down in recent years.

True False 3. Many foods can be made with less sugar without harming their taste or quality.

Answers: 1. True 2. False Though the intake of table sugar has decreased in recent years, the intake of other types of sugars has increased, resulting in a small increase in total sugar intake. 3. True.

SUGAR WORD FIND

See how many of the 10 different sugars you can find in the puzzle below. Names run up and down, across and diagonally. The sugars are listed below the puzzle.

C O R N S Y R U P L A C T O S E F R U C T O S E
R U C U M H Y R Y H O A F L C N O C
I E P G B S O N R S E L E P L A N O
M L S B O J O T O I O B G L A O N O
S A P O S E O Y A I O W O Z M A S G
T O R O C R O T W O R H A D O F O S U
C A Q E S S E O Y A I O W O Z M A S G
U R A C U L M C P O F O S O D S K S
R X S U C U L M C P O F O S O D S K S
F A X R A C U L M C P O F O S O D S K S
M O A X R A C U L M C P O F O S O D S K S

CORN SYRUP LACTOSE FRUCTOSE
SUCROSE SORBITOL MAPLE SYRUP
MOLASSES GLUCOSE HONEY
MALTOSE



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EVERY CHILD HAS AN IMAGINATION

WE'RE HERE TO MAKE THEM A REALITY

PARENTS. TEACHERS. ADMINISTRATORS. IDAHO SDE.



CHILD NUTRITION PROGRAMS
IDAHO STATE DEPARTMENT OF EDUCATION